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WRITING DESCRIPTIVE TEXT BASED ON CONTEXTUAL
APPROACH**

ARTICLE


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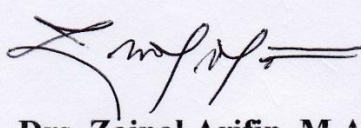
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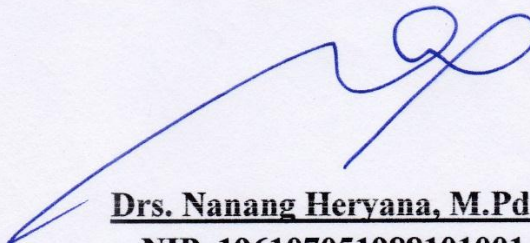
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DESIGNING ICON-MODULE TO SUPPORT WRITING ABILITY IN WRITING DESCRIPTIVE TEXT BASED ON CONTEXTUAL APPROACH

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Abstract: The focus of this research is to design the construct of ICON-Module based on contextual approach for teaching descriptive text. This research was conducted on the seventh grade students of SMP Mujahidin Pontianak. The method of this research is development research which consist of four phases; analysis, design, develop, and implement. This material was designed as supplementary material to support writing ability in describing places. The respondents in this research are the seventh grade students, English teacher at SMP Mujahidin Pontianak, two Eight semester students of Tanjungpura University and four students as the independent learner. In this research, the researcher found that ICON-Module can support writing ability in describing places for seventh grade students of SMP Mujahidin Pontianak. It can be seen from the result of implementation phase when the researcher tried out the product to see the usability of the ICON- Module. The result of the questionnaire in implement phase is 83.93, it showed that the ICON-Module is usable to be used by students as the supplementary material to support students writing ability in describing places.

Key words: Development Research, ICON-Module, Designing Material, Contextual approach.

Abstrak: Fokus penelitian ini adalah untuk merancang ICON-Module berdasarkan pendekatan kontekstual untuk mengajar deskriptif teks. Penelitian ini dilakukan pada siswa kelas VII SMP Mujahidin Pontianak. Metode penelitian ini adalah penelitian pengembangan yang terdiri dari empat tahap; analisis, desain, mengembangkan, dan implementasi. Bahan ini dirancang sebagai bahan tambahan untuk mendukung kemampuan menulis dalam menggambarkan tempat. Responden dalam penelitian ini adalah siswa kelas tujuh, guru Bahasa Inggris di SMP Mujahidin Pontianak, dua mahasiswa semester delapan universits Tanjungpura dan empat siswa sebagai pembelajar independen. Dalam penelitian ini, peneliti menemukan bahwa ICON-Module dapat mendukung kemampuan menulis dalam mendeskripsikan tempat untuk siswa kelas tujuh SMP Mujahidin Pontianak. Hal itu dapat dilihat pada hasil tahap implementasi ketika peneliti mencoba produk untuk melihat kegunaan dari ICON-Module. Hasil kuesioner di tahap implementasi adalah 83,93, itu menunjukkan bahwa

ICON-Module ini dapat digunakan oleh siswa sebagai bahan tambahan untuk mendukung kemampuan siswa menulis dalam menggambarkan tempat.

Kata Kunci: Penelitian Pengembangan, ICON-Module, Merancang Materi, Pendekatan Kontekstual.

INTRODUCTION

Technology is outpacing us. Technology has become a staple in our everyday lives. This progression has enriched our lives and has brought about the need for technology in education. Today's students are so surrounded by technology (computers, chat, email, and the web) that it is natural for them to expect teaching and learning process integrated with technology. Incorporate technology into teaching and learning process is needed so that we can train the students for their future to compete in modern era. In turn, how can we incorporate technology into our teaching and become creative teachers in using technology?

Teaching English using Multimedia technology is a topic that frequently heard and discussed among educational technology today. One of the idea is teaching writing using multimedia technology. According to (Mayer, 2009) multimedia refers to learning from words and picture. Moreover, (Clark & Mayer, 2011) stated that multimedia learning is more effective to use words (written or spoken) and graphics (static illustrations such as drawings, charts, graphs, maps, or photos; and dynamic graphics such as animation or video) together rather than to use words only. Meanwhile, writing is a way to produce language and express idea, feeling, and opinion (Harmer, 2004). It was in line with (Harsyaf et. al, 2009) he stated that writing is transforming thoughts into language. As a productive skill, writing is very important to support communication among human being. Some people think writing is the most difficult skill to master rather than other skill. It might be caused in writing we must write with correct grammar, organize what we write into sentences and paragraphs and use more formal vocabulary. It is a great chance for the teachers to utilize the technology to create writing material to make students interesting and easy to learn.

The researcher's own experience when did teaching practice at SMP Mujahidin Pontianak, it was found that the students have some problem in writing especially in writing a descriptive text because learning descriptive text writing still use conventional methods and materials. The problems are teacher become center of study, students less involved in learning process, the materials are unfamiliar and difficult so that they do not understand and the students are not interested in learning English. The researcher has investigated by doing interview with the English teacher that the school only used textbook and exercise book (LKS) as the main material for the students. The reason why they do not have motivations to enjoy writing class might be cause there is no interesting media that used by the teacher during teaching writing in the classroom.

For helping the students to solve their problem in learning, the teacher should be more creative to design the material to attract the students; one of the way is using

multimedia technology. It is considered to be very useful especially for the foreign language learning, because it makes teaching learning process more interesting and the teacher can catch the students' attention from the beginning of the teaching learning process. The students are more interesting to learn through multimedia rather than printed books. It is because they are already familiar using the technology in their real life experiences.

Power Point Presentation is one of multimedia technologies. It is already common technology in SMP Mujahidin Pontianak. Almost all teachers can operate it and the students already familiar with it. PowerPoint Presentation is a kind of multimedia presentation that consists of text, graphics, pictures, sound and video which can be used to convey the material in teaching and learning process. It is a complete presentation program that allows teachers to produce professional-looking presentations in EFL classroom (Lari, 2014). Power point presentation encourages and supports teaching learning process by facilitating the materials through presentation. The teachers can use Power Point Presentation program to design interactive teaching materials. Interactive teaching materials can support students in learning writing descriptive text. The materials designed to make students interesting and easy to comprehend the materials.

In this research, the researcher tried to design an Interactive and Contextual Module (ICON-Module) to support writing ability in writing descriptive text. Interactive and contextual module or ICON-Module in this research refers to a tool or a means of teaching material that design specifically and attractively to achieve competence/sub competence expected subjects based on students need. It Called interactive because the students will experience interaction with the materials and be active, such as active noticed a picture, noticed the writing of varying colors or moving, the sound, even video and animation film. It also called contextual because the materials will be taken from students' real life environment. Definition of module according to Ministry of National Education (2008: 31) is a form of teaching materials that are designed to be studied independently by the students with or without the guidance of a facilitator or teacher. Modules can be said as one complete unit of a planned learning programs that can standalone, consists of a series of learning activities designed to help students in achieving a number of learning objectives that have been formulated specifically and operationally.

In this research, the materials designed based on contextual approach, because the descriptive text materials were taken from students real-life environment. As junior high school students, they need teaching materials that are easy to understand and using contextual approach will appropriate in their age. Contextual teaching and learning is a conception of teaching and learning which helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires (Berns & Erickson, 2001). In short, Contextual Approach is a set of ways or strategies in learning using actual fact and environment which are related to students' experience and real life in order to get a better comprehension and reaching the goal of the learning process. It is

an approach that let students explore the material by themselves, while teachers' work is more focused on arranging strategy rather than only giving information.

ICON-Module were developed using multimedia technology namely Microsoft PowerPoint Presentation that allows insert text , a graph , a picture , video , and animation. Pictures and animations in ICON-Module will help show the teaching material delivered, so the students will be easy to understand the contents of the module. This module can be accessed using a computer, it can be in copy via flash disc, CD and external memory. The material was designed based on aspect in learning media, it was chosen to make the material has good quality. There are four aspects need to be considered in designing the learning media which are: educational effectiveness, entertainment value, design features and user friendliness of technology (Reddi and Mishra (2003:57). The module will make learning more active, simple, easy, and fun. This module also can be economical and practical. Interactive conditions will improve the value of communication, it means, the informations are not only can be seen as a printed material , but also can be heard. While contextual will make students interested in learning because the materials are connected into their real world.

By having these explanations, the researcher believe that by designing ICON-Module can help students in writing descriptive text and make the teaching and learning process in the classroom more enjoyable and interesting. This research was conducted on the second semester of the seventh grade students of SMP Mujahidin Pontianak academic year 2015/2016.

METHOD

Considering the purposes of the research and the nature of the problems, this research used Development Research. The purpose of Development Research is to develop new or improved interventions or strategies to achieve well-specified learning goals or objectives. In this research, the researcher will used ADDIE Model to create an ICON Module for teaching descriptive text. ADDIE is an acronym for *Analyze, Design, Develop, Implement, and Evaluate*.

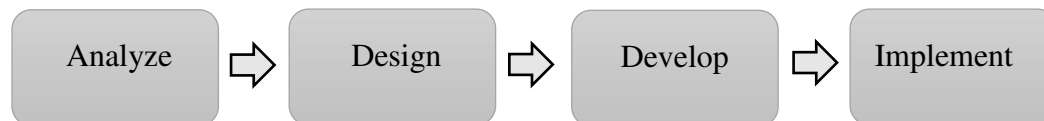


Figure 1. The procedure of the research

The object of this research is an ICON-Module. This module is used to support teacher's teaching material and help the students to learn independently in writing descriptive text. The participants of this research were seventh grade students and English teacher of SMP Mujahidin Pontianak academic years 2015/2016, two eighth semester students of English education study program and four seventh grade students from other school.

In conducting this research, the researcher used observation, interview and questionnaire. Observation and interview were used in the analyze phase to get the

information about the problems of the teacher, students' condition, situation in the classroom and the facilities for teaching and learning in writing class especially in writing descriptive text. Meanwhile, the questionnaire was used in implement phase to find out students' and teacher's perspective while demonstrating and conducting students' self-practice in using the ICON-Module.

The questionnaire data than was analyzed by rating scale. Adapted from Harry Walker's instrument (2013). The scale was calculated by this formula:

$$P = \frac{\text{result score}}{\text{amount of point} \times \text{amount of catagories}} \times 100$$

P = Percentage

Then the result will be converted into interpretation based on the percentage range.

Table 1. Guideline for interpretation

Percentage (%)	Interpretation
0 – 25	Bad (revise)
26 – 50	Poor (revise)
51 – 75	Quite decent
76 – 100	Usable

The researcher also interviewed some students and the English teacher using interview guideline. It was conducted in order to gain their perception about their experience directly after using ICON-Module. The result of questionnaire became consideration in revising ICON-Module. It also would help researcher to figure out whether the ICON-Module is usable or not.

FINDING AND DISCUSSION

Findings

Analyzing Phase

In analysis phase, the researcher analyzes the students and teacher condition in order to find problem and way to solve it. The analysis of the learning condition is needed related to the product that will be design to solve the student's problem. The analysis includes the condition of the student, teacher and also the school regarding to the multimedia learning. It includes the facilities and materials.

Analysis of Students Condition

This research is conducted for seventh grade students on the second semester at SMP Mujahidin Pontianak. There were 30 students in this class. The learning process started at 06.45 a.m and end at 12.10 p.m. The students' average ages were around

11-13 years old. The language focuses on this age are all the base of English, which are, listening, speaking, writing, reading, and grammar. Teachers should link teaching to their everyday interests and experiences because they need to learn using particular facts and examples to make them understand. Their characteristics are longer attention span but still children, learning seriously and passionately when they are engaged, more cooperation in groups and pairs, most of them start to understand the need for learning, use many different ways of studying and practicing language, and search for identity and self-esteem; thus they need to feel good about themselves and valued.

Analysis of Teacher Condition

From another observation, there were some problems in teaching-learning process. Firstly, the students were lack of interaction with the teacher. Only few of the students that active in the classroom. In this observation it was found that the teacher use lecture method in teaching and learning process. It made the students difficult to understand the materials. Besides of that, the students also did not focus on teacher explanation. They were busy doing other things that did not have correlation with the lesson. Many students seemed not interested and then distracted their focus in the learning process.

Analysis of the Students and Teacher toward Multimedia Learning

Based on the observation, all of the students were able to use computer and they enjoyed to use it. From the questionnaire that given to the students, the researcher got several information about the students' access to computer, familiarity with computer and familiarity with use of computer for learning. First, almost all of the students had access to computer at home and cyber café. Second, almost all of students were familiar and knew how to operate the computer. Most of them used the computer to play games. Third, some of the students used the computer to help them finished their homework or school project. They also knew the internet and used it to help them finished their homework or school project.

Analysis of Syllabus and Textbook

The researcher has interviewed the teacher to get information about the syllabus and book which used in teaching and learning process. The curriculum that used in this school was School based curriculum or called KTSP, the researcher also found the standard competence from syllabus in writing. The standard competence in writing for seven grade students in second semester is understanding the very simple meaning of written fungsional text and short essay in form of descriptive and procedure to interact with the nearest environment. The textbook that used in the classroom is "English on sky 1" which was published by Erlangga. The book was arranged by Mukarto, Sujatmiko, Josephine S.M. and Widya Kiswara. The teacher also used exercise book from CV Teguh Karya entitled CeraH by Erni Riyanti.

Design Phase

In this phase, the researcher design concept of the material that will be developed. The researcher has to decide what topic and what parts that would be apply in the module. After decide the topic and parts of the module, the researcher collected some material from the book and internet. The materials must collected are

the software for making a module, the pictures of the places in pontianak, some materials about descriptive text, videos and audios.

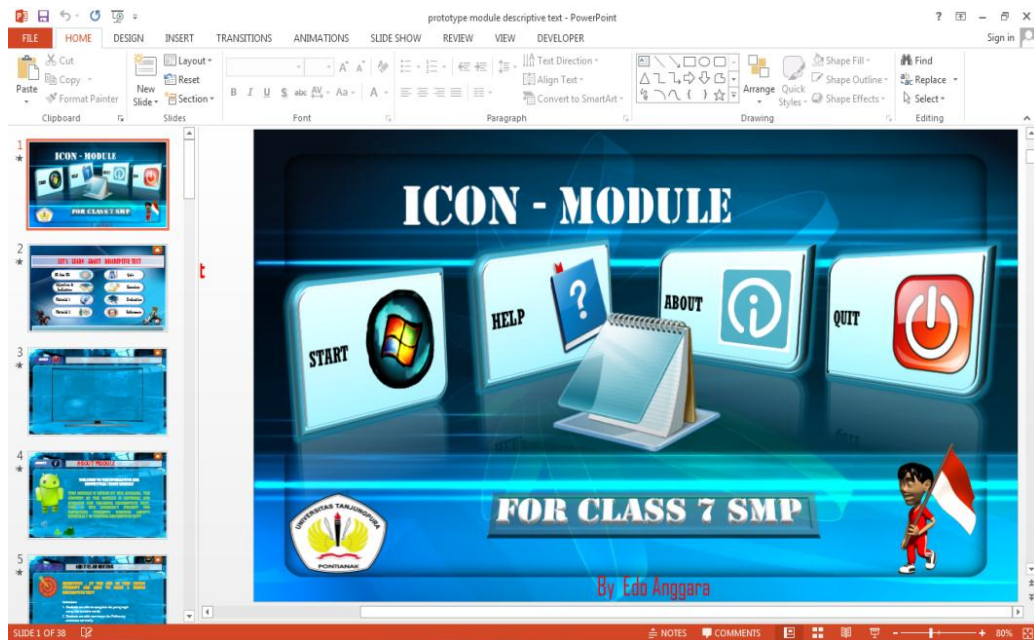
The researcher decided to use describing places as topic in this module because it appropriates with the syllabus and curriculum for seventh grade students in the second semester of SMP Mujahidin Pontianak. There are two parts of module namely home slide and main menu slide. In home slide, there are four options such as Start, About, Help and Exit. Meanwhile in main menu slide, there are eight option such as SK and KD (standard and base competence), objectives and indicators, material 1, material 2, quiz, exercises, evaluation and references.

In this module the learner role is as an individual learner. They can choose which part they want to learn. They have to follow the instruction in every step of activities in the module in order to finish learn the module. The teacher's role on this module was as a facilitator rather than a primary information giver and primary evaluator. The teacher and students learn and evaluate learning together. The teacher and students learn together. The teacher shown step by step how to operate the module. The role of instructional material here is as supplementary material to support students writing ability in writing descriptive text through the activities in the module. This material enabled the learner to practice the content with or without the teacher's help. It is an easy material to access at their own time and pace as long as there is a computer.

Development Phase

In this phase, the researcher developed the materials that had been gathered into the module. The module were made based on students' needs in analysis phase because the information about students had been known from the interview and observation. The student's characteristic and the level of students were the consideration in developing the module. The materials were developed based on the syllabus, curriculum and contextual learning approach. The contextual learning approach being a consideration because the materials were taken from around students environment.

In developing the module, the researcher developed colorful appearance of background, put some animation, the action button for navigation, and pop up menu in order to make the module attractive and interactive for the students. In this research, the researcher used PowerPoint Presentation to make the module.



Picture 1. PowerPoint Presentation program setting

In the picture 1, it describes the PowerPoint Presentation program setting to create the presentation slide. There are file, home, design, insert, transition, animation, slide show, review, view and developer.



Picture 2. Home Menu



Picture 3. Main Menu

Picture 2 show the menu in home part that are start, about, help and exit button. In the start menu, the user of this module will be able to start the module and show the main menu part. Picture 3 show the main menu of the module. There are eight menu on this slide such as SK and KD (standard and base competence), objectives and indicators, material 1, material 2, quiz, exercises, evaluation and references. The users had to choose which menu that they like by click the screen.

Implementation Phase

In the implementation phase the researcher describes the way and the situation in implementation of the ICON-Module. How the way to use the ICON-Module in the learning, how the students' and teacher' perspective toward the ICON-Module, is there any error of the module during the implementation, and do the student face any difficulties in using the module are being consideration to revise the error from the product. The researchers do the implementation phase three times, the first implementation aims to make sure the product is ready to use, the second implementation aims to describe the situation in try out the product to the students directly in the classroom, and the third implementation aims to see whether the product can be used for independent learning or not.

In the first implementation the researcher use peer review, the researcher invited two students from eight semester students of English study program Tanjungpura University. The purpose of this implementation is to make sure the product is ready to use before implement it to the students. The researcher asked some suggestion from the respondents whether there is something wrong or error from the application by using peer review sheet after the respondents try out the product. The researcher accepted some correction and suggestion for the module.

In the second implementation, the researcher wants to describe the situation in try out the product to the students directly in the classroom. The researcher held the second implementation phase directly by try out the product to the students in class

seventh at SMP Mujahidin Pontianak in academic year 2015/2016 in KTSP curriculum. The number of students in this classroom is 30 students. In this implementation the researcher collaborated with the English teacher of class seventh in this school to try out the product. The English teacher of class seventh tried to use the module to teach descriptive text in her class. The researcher also distributed the module to the students. Before distribute the module to the students, firstly the teacher explain how to use the module by slideshow which already provide in help menu in this module. The teacher explains how to use the module for the students in order to make sure they already understand how to use it. In this implementation the researcher uses observation table to see the shortcoming from the module and the student's condition while they use the module. The researcher interview some students to know students perception about the module whether the module is appropriate for their level or not. The researcher also wants to know about the utility of module in helping their learning in writing descriptive text. This implementation also aims to see is there any something errors that need to revise from this application and see whether the students motivated or not by this new material.

In the third implementation, the researcher tried out the product to some students separately at their home. This implementation aims to see whether the ICON-Module can be used for independent learning or not. The researcher invited four seventh grade students from different school to use the ICON-Module at their home. The students were given a user guide book for helping them understand how to use the ICON-Module.

The researcher observed the condition of implementation by using observation sheet. From the observation the students look enthusiastic and motivate in using the module. They used the module in group because of limited computer devices in the class. They said that they more interested in learning and it is a new material that let them learn in fun way. The researcher also found several shortcomings from the module. Some students said that the text is too small they cannot read the text, but some students said that it is not a problem they can read the text clearly. The researcher must think about position and size of animations because some animations distract students focus. The send button in evaluation part did not function properly because lack of connection to internet. There are some difficult vocabulary for students in the module. The researcher also found some instruction that students do not understand. Based on those data, the researcher revise the shortcomings of the module by consider the students problem from the implementation.

The researcher also delivered questionnaire to gain the students' and teacher' perspective after demonstrating the ICON-Module. The questions in the questionnaire divided into some category such as: educational effectiveness, entertainment value, design features and user friendliness of technology.

Table.2 Result of questionnaire from the students

No	Aspect	Score	Item	Total of Respondent	Max Score / Item	Average Score	Category
1	Educational Effectiveness	2535	8	30	5	84,50	Usable
2	Entertainment Value	2576	5	30	5	85,86	Usable
3	Design Feature	2525	3	30	5	84,16	Usable
4	User Friendliness	2496	10	30	5	83,20	Usable
Average Score						84,43	Usable

Table.3 Result of questionnaire from teacher

No	Aspect	Score	Item	Max Score/ Item	Max Score	Average Score	Category
1	Educational Effectiveness	34	8	5	40	85	Usable
2	Entertainment Value	21	5	5	25	84	Usable
3	Design Feature	13	3	5	15	86,67	Usable
4	User Friendliness	53	12	5	60	88,33	Usable
Average Score						86	Usable

Table.4 Result of questionnaire from students at their home

No	Aspect	Score	Item	Total of Respondent	Max Score / Item	Average Score	Category
1	Educational Effectiveness	345	8	4	5	86,25	Usable
2	Entertainment Value	320	5	4	5	80	Usable
3	Design Feature	313	3	4	5	78,25	Usable
4	User Friendliness	326	10	4	5	81,5	Usable
Average Score						81,25	Usable

Discussion

The researcher developed the ICON-Module in this research because the learning problem in seventh grade students of SMP Mujahidin Pontianak. The learning problem are the limited time of learning, the monotone leaning process that cause students uninterested in learning, lack of ability in writing a descriptive text and unfamiliar material in the textbook used by the teacher. As the result, researcher provided a solution for that problem that is the use of ICON-Module as a tool to support writing ability in writing descriptive text for students. The method of this research is development research. The process of development of this research consists of several phases; they are analysis phase, design phase, development phase, and implementation phase.

In analysis phase some of learning problem was gathered by observation and interview with English teacher. The result of the analysis phase is the analysis of the learning problem as the basis to design a solution of the learning. The design phase determined the elements of the material in the learning that are objective of the module, the material with curriculum connection, the roles of the learner, the role of the teacher, and the role of the material.

In development phase, researcher developed the model of the module. Microsoft PowerPoint Presentation was the application that is used to make the module. The researcher used PowerPoint Presentation application because it is easy to use and widely available. The researcher developed the module based on characteristic of good module namely: self-instructional, self-contained, stand-alone,

adaptive, and user friendly. The researcher also developed the module based on the criteria of good teaching material and components of CTL approach.

In the implementation phase, the researcher used observation sheet and questionnaire in collecting the data. The specific goal of this implementation is to test whether the module is usable or not. The researcher found that the students are interesting with the material and they can use it independently. The result from implementation II to the students, there are some aspect need to revise such as the instruction should be clearer and some technical error in the module activity. Those aspect become consideration in revising the module in order to improve the quality of the product. The result from questionnaire showed very good response from the students and the teacher toward the ICON-Module.

In summary, the questionnaire which based on the criterion from the frame of theory showed that ICON-Module categorize as usable to be used by seventh grade students. The average score from questionnaire for the students is 84,43. It is categorize as usable. The average score from questionnaire for the teacher is 86. It is also categorize as usable. The average score from questionnaire for the independent learner is 81,25. It is also categorize as usable. From those data, it can be concluded that ICON-Module is usable as supplementary material to support students writing ability in writing descriptive text with the average score from three questionnaire is 83,93.

CONCLUSION AND SUGGESTION

Conclusion

First step in this research is analysis phase, in analysis phase the researcher observe the students problem during the teaching learning process. In class seventh of SMP Mujahidin Pontianak, the main problems regarding the learning is the lack of materials such as media and multimedia that cause students uninterested in learning, the lack of ability in writing a descriptive text, unfamiliar material in the textbook used by the teacher and the lack of learning time in the classroom. Based on those problems the researcher decided to develop new material namely ICON-Module for the students in supporting their writing ability in writing descriptive text. In this module the learner role is as an individual learner. They can choose which part they want to learn. They have to follow the instruction in every step of activities in the module in order to finish learn the module. The role of the teacher is as the facilitator. The role of instructional material here is as supplementary material to support students writing ability in writing descriptive text through the activities in the module. This material enabled the learner to practice the content with or without the teacher's help. The model of ICON-Module is learning pack which consisted of two parts of module namely home slide and main menu slide. In home slide, there are four options such as Start, About, Help and Exit. Meanwhile in main menu slide, there are eight option such as SK and KD (standard and base competence), Objectives and Indicators, Material 1, Material 2, Quiz, Exercises, Evaluation and References. Each menu contained materials which supported the lesson that is describing places as the main topic within the lesson. ICON-Module was designed as teaching materials in formal and informal learning. The examples in the ICON-Module were expected to

be able to fulfill the students and the teacher needs in learning the topic through contextual approach. Moreover, ICON-Module was designed to enhance the students' motivation, and interest in learning the topic. Using ICON-Module helps the teacher to enrich his/her teaching materials regarding the topic as well as replace the text book in traditional teaching.

Suggestion

Based on the conclusion above, the writer like to provide some constructive suggestions as follow: (1) in designing the module, the researcher should be knowledgeable to operate Microsoft PowerPoint Presentation and other software to create more interesting and attractive application. (2) The researcher should have making the scheme of the module in order to ease the concept of the module. (3) The researcher should provide more instruction as a guide to its user in every section of the module. (4) The researcher should develop the module into wide range such as web version. (5) The researcher should develop the module that is compatible in every computer program.

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